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Extension Division

THOMAS P. COOPER, Dean and Director

CIRCULAR NO. 149

TEAM DEMONSTRATION OUTLINES IV.

Junior Agricultural Clubs

1. Removal of Stains.
2. Dyeing.
3. Butter Making on the Farm.
4. Uses of Pectin Extract.
5. The Junior Homemakers' Outfit.
6. Bed Making and Care of the Sick.

State Champion Demonstration Team, 1922 Contest.

Lexington, Ky.
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CIRCULAR NO. 149

TEAM DEMONSTRATION OUTLINES IV.

Junior Agricultural Clubs

BY ANITA BURNAM

INTRODUCTION.

A demonstration team is a group of club members who have subject matter and material arranged in such a manner that they are able to present publicly and efficiently a method of performing a farm or home practis. Some advantages of the demonstration are:

1. Demonstration is the best educational method employed in presenting information.
2. Stimulates interest and enthusiasm when used in connection with home economics teaching either in school or club.
3. The desire for expression is satisfied when boys and girls present a definite subject which they have developt.
4. Demonstration teams may be used in presenting the important features of some campaign; for example, if a better bread campaign is in order, have a junior club develop a team to give the demonstration at a community meeting. By this method the benefits of the compaign are presented to the people in a convincing way.
5. The demonstration given by a team is always an interesting part of any program and has the advantage of being home talent.
6. Boys and girls who participate in team demonstrations are potential leaders. They have received a good lesson in execution and self reliance. Developing leadership or teaching others to help themselves is the fundamental object of extension work.

An interesting and popular contest among boys and girls of a community may be worked up by the teacher and local leader. Several teams may be selected for one or more demonstrations and a community meeting called to judge the quality of the demonstration given. The county may provide for a county-wide contest and give the winning team recognition by sending them to compete in the State Team Demonstration Contest. This is held annually at Lexington during Junior Club Week. A generous premium list is offered.

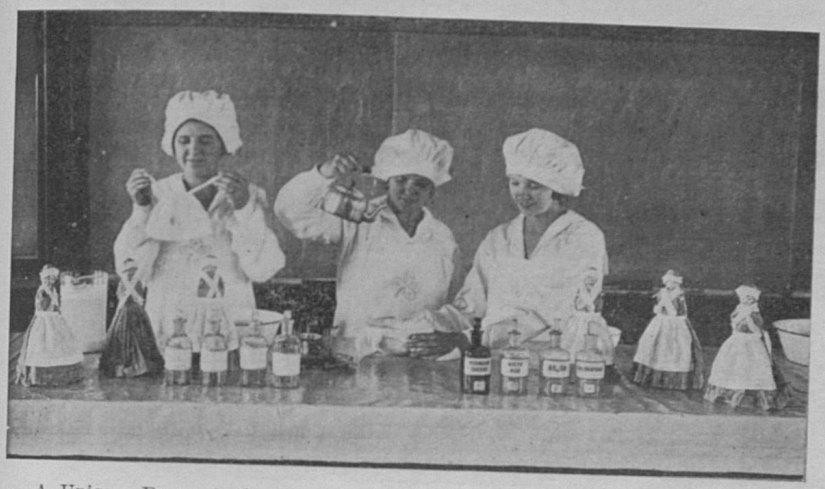
For general information regarding demonstration teams see "A Manual on Junior Agricultural Clubs," by Carl W. Buckler, Circular No. 117, page 64, Extension Division, College of Agriculture, Lexington, Kentucky.

REMOVAL OF STAINS.

This demonstration furnishes a unique and interesting way of presenting a problem in which every housewife is interested. After seeing a demonstration and securing Farmers' Bulletin 861 many housewives will prepare emergency cleaning closets.

General Suggestions.

1. All agents for removing stains should be labeled. Uniformity of containers adds to the appearance; for instance, all square or all round bottles of same size and labeled in the same way.
2. Charts or posters may be used effectively.
3. Be careful not to allow containers or utensils to obstruct the view of the audience. Remember they want to see.
4. Practise working rapidly. Watch the other two demonstrators and be able to help at any step in the process. Teamwork counts.
5. *Keep busy.* Demonstration means *motion.* Show the audience how to remove stains.
6. Each team-member should talk slowly and distinctly. Look at the audience while talking.
7. State facts of stain removal as you know them. Tell how to do the work and what you actually know about it.



A Unique Presentation of a Removal of Stains Demonstration.

References.

1. Classification of Stains with Suggestions for Removing, compiled by Anita Burnam, Junior Club Department, Lexington, Kentucky.
2. Making Clothes Last Longer, by Agnes Boeing, University of Wisconsin, Cir. No. 113, April, 1919, Madison, Wis.
3. Farmers' Bulletin 861, Removal of Stains from Clothing and Other Textiles, U. S. Department of Agriculture, Washington, D. C.
4. Some Points in Choosing Textiles, by Charlotte M. Gibbs, University of Illinois, Volume 14—No. 50, Urbana, Illinois.
5. Textiles—Their Care and Use, Home Economics Bulletin No. 4, State Agricultural College, Ames, Iowa.

EQUIPMENT.

1. *Materials.*

Table
Stove
Teakettle
Glass rod
Two wash pans
One bowl
Four granite pans
Two teaspoons
Knife
Board covered with pad to be used for removal of stains that need to be rubbed
Pad for lifting hot vessels.

2. *Supplies.*

Samples of raw cotton, linen, silk and wool.
Samples of cotton, silk, linen and wool materials, with and without stains.
Piece of black material
Matches
Small amount of oil or glycerine
Clean cloths for removing stains.

3. *Agents for Removing Stains.*

Javelle water,* gasoline, carbon tetrachlorid,† turnpentine, blotters, alcohol, cold water, ammonia, hot water, lemon, soap, benzine.
Absorbments, such as salt, French chalk, cornmeal, others depending on stains to be removed.

DEMONSTRATION OUTLINE.

DEMONSTRATOR 2	CAPTAIN	DEMONSTRATOR 3
Stands in place.	Introduces team, giving names, where team is from, and purpose of demonstration.	Stands in place.
Repeats pledge.	"I pledge my head to clear thinking, my heart to greater loyalty, my hands to longer services, and my health to better living for my club, my community and my country."	Repeats pledge.
Have material to show the 4 kinds of fibers. As the captain talks, shows fiber and then shows the same fiber as it looks made into a piece of cloth. In other words shows raw silk goods. Simple tests for determining whether materials are genuine as 'all wool," "all silk," etc. Makes tests before audience. Shows effect of acid on the different fibers.	In removing spots we must first know the nature of the stain, then remove it as quickly as possible. Cloth is of two origins —vegetable and animal. (Study origin and nature of the 4 fibers and the effect of acid on each.) If nature of stain is unknown, first wash it in cold water, because we know this will not harm the fibers of the material.	Gets materials ready for cleaning. Heats some water and makes soapsuds. Makes Javelle water, using: 1. 1 c. washing soda; 1 pt. boiling water. 2. ½ c. chlorinated lime; 1 qt. cold water. water. Combines mixtures and allows to settle.

*Properly speaking, Javelle water is a solution of potassium hypochlorite, but it has come into general use as including also sodium hypochlorite. Either is effective in removing stains. The directions given in Farmers' Bulletin 861 and in the outline are for making sodium hypochlorite.

† Carbona, energyne and other inflammable cleaners are carbon tetrachlorid.

DEMONSTRATOR 2	CAPTAIN	DEMONSTRATOR 3
	It will, however, spot materials such as broadcloth, some silk and cotton. It will remove egg, blood, fresh grass and some perspiration stains. Warm water removes syrup stains; with soap it removes grease and cocoa stains.	Washes out fresh grass stain or egg stain in bowl of cold water. Shows audience Washes out cocoa stain in bowl of warm soapy water. Shows audience.
Aids No. 3 in removing fruit juice stain. Mounts samples on a blotter or poster after they have been cleaned, opposite a similar sample which has not had the stain removed.	Boiling water poured from a height removes fruit, coffee and bluing stains. Hot water and borax remove stains such as chocolate and tea. In order to remove tar, shoe polish or wagon grease stains, first rub lard well over the spot then wash in warm soapy water.	Stretches fruit stain over bowl. Gets No. 1 to pour boiling water over stain. Spreads lard over tar stain and then washes in warm soapy water.
The audience may come up and make comparisons at close of demonstration. Removes ink stain with assistance from No. 3 and mounts sample on poster.	Rust stains are removed by using lemon juice and salt and then exposing in hot sunshine. Ink stains are difficult to remove since we do not always know of what ink is made. See Farmers' Bulletin 861, page 20. Grease spots, see Bulletin 861. Places something under stain, such as a blotter, in order to absorb the cleaning agent. Rubs spot from outside in, so as not to leave a ring. The cleaning agent may be benzine or gasoline. Do this out of doors and away from a flame.	Puts lemon juice and salt over rust stain, rubs to remove stain. Place in sunshine if possible. Assists No. 1 in removing ink stain.
Removes stain with Javelle water. Removes stain.	Mildew, Farmers' Bulletin 861. Use (1) lemon juice and expose to sunlight, or (2) Javelle water. Tanning from green nuts. 1. Treat with Javelle water.	Mounts samples as No. 1 has been doing.

DEMONSTRATOR 2	CAPTAIN	DEMONSTRATOR 3
Removes stain.	Iodine, Farmers' Bulletin 861. Place over layers of cloth—moisten with alcohol, chloroform or ether, rubbing gently from center out. Repeat, using fresh solvent until spot disappears.	
Removes stain.	Perspiration, page 29, Bulletin 861.	
	1. Wash in warm water and ammonia. 2. One part Javelle water; 4 parts water. Rinse well. 3. One part ammonia water, 3 parts alcohol, 3 parts ether. 4. Oxalic or hydrochloric acid as for ink.	
Puts glove on hand while No. 3 cleans.	Carbon tetrachlorid is not inflammable as gasoline, but has rather an offensive odor. Tho this quickly evaporates, it is best to use it out of doors. It costs at least 15c a pair to get gloves cleaned. By cleaning them ourselves we can do two or three pair for 15c.	Rubs the gloves off with cloth which has been dipped in carbon tetrachlorid.
Cleans up table.	Paint stains may be removed by turpentine.	Removes paint stain.
In removal of stains we might consider shine on serge as a stain. At least it is just as noticeable. Steam the cloth and do not press dry. Brush with clothes brush while damp in order to raise nap.	Removes shine from some garment.	Gets material ready for next operation.
Cleans up table and arranges things for close of demonstration.	Shows three samples of linen. One new; one old, color set before laundering, one old; color **not** set before laundering. This will prove the value of setting color before laundering.	In removing stains we also learn how to set colors. This is very valuable for it is always well to set color before laundering. In general let the colored garment stand in salty cold water 1 hour before washing. For blue use ½ c. vinegar and 1 tablespoon salt to a bucket of water. Lavender may be set by using 1 tablespoon sugar of lead to a bucket of cold water.

DEMONSTRATOR 2	CAPTAIN	DEMONSTRATOR 3
Stands in place.	Conclusion: Summarizes the demonstration briefly. Asks for questions from the audience. After answering questions concludes the demonstration with a song or yell. Thanks the audience for their kind attention.	Stands in place.

Questions.

1. Can an ink stain on a pink linen dress be removed without removing the color?
   Is there any way you could restore this color after it is once removed?
2. Why does buttermilk remove mildew? What is mildew?
3. In removing tar stain why is it necessary to allow the lard to remain on the stain some time?
4. Is it possible to remove stains after they have been laundered?
5. Why is commercial Javelle Water so expensive?
6. Why should the housewife choose a sunshiny day for stain removals?
7. Are "carbona" and "energyne" inflammable?

Song.

Tune: "Smiles."

There are stains that are so simple
That the sun alone removes.
There are stains that hurt the eyes to look at
As the rust, grass, tar, grease and fruit.
There are stains that are so resistant that Javelle alone removes,
But the stains that we don't like to tackle
Are the stains that are old and unknown.

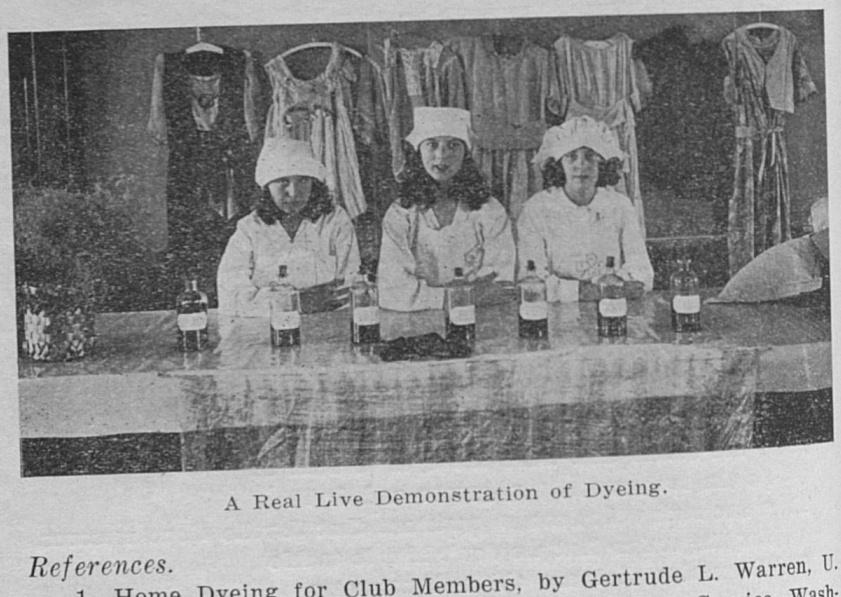
—Graves County Team, 1922.

DYEING.

This demonstration is for the purpose of showing how faded and otherwise unsuitable materials or garments may be made attractive and becoming by the application of a little dye. It will further show that the dyeing process is not a difficult one if only a few rules are kept in mind.

GENERAL SUGGESTIONS.

1. Have equipment arranged at beginning of demonstration.
2. See that plenty of water is available, and that stove works well.
3. Have dye solutions in bottles. Those bottles should all be same size and shape. Label bottles on opposite sides so audience and demonstrators can both know contents.
4. Outline principal steps in dyeing process. Have this in poster form hung in view of audience. Refer to it in summarizing demonstration.
5. Have garments that have been dyed prior to the demonstration arranged neatly in view of audience. (The illustration below shows a neatly arranged table at close of the demonstration.)



A Real Live Demonstration of Dyeing.

References.

1. Home Dyeing for Club Members, by Gertrude L. Warren, U. S. Department of Agriculture, State Relations Service, Washington, D. C.
2. Making Clothes Last Longer, by Agnes Boeing, University of Wisconsin, Circular No. 113, April, 1919, Madison, Wisconsin.
3. What's What in Textiles, Bulletin C. I. A., College of Agriculture, Denton, Texas.
4. Textile, Buying, Cleaning, Renovation, Bulletin No. 15, Connecticut Agricultural College, Storrs, Conn.

5. Practical Economics in Food and Clothing, Circular No. 17, Volume No. 5, Logan, Utah.
6. Color in Dress, Circular No. 35, University of Illinois, Urbana, Illinois.
7. Color in Clothing, by Helen Comstock, Circular No. 8, University of Nebraska, Lincoln, Neb.
8. Planning the Costume, Extension Circular No. 25, State College, Ames, Iowa.
9. Thrift in Clothing, Bulletin No. 10, State College of Agriculture, Kingston, Rhode Island.

Equipment and Materials.

1. Stove—any kind.
2. Table covered with paper or oilcloth.
3. Vessel for dyeing (large enough to prevent crowding material).
4. Bottles for dissolved dye.
5. Large pan for rinsing.
6. Bowl for demonstrating soap dyes.
7. Two smooth sticks for stirring material while boiling, 18" to 24" long so person may escape steam which arises.
8. Plentiful water supply (hot and cold).
9. Dyes.
10. Materials to be dyed.
11. Vinegar or salt.

Demonstration Outline.

CAPTAIN	DEMONSTRATOR 2
Introductory remarks—Tells where team is from, who they are, what they are going to demonstrate and why it is important. Economy in clothing, easy process, simple equipment. Discuss: See references. (1) Animal dyes. (2) Vegetable dyes. (3) Mineral dyes.	Stands in place. Sees that water is heating and utensils are ready.
Tells briefly how the art of dyeing has been revolutionized by the discovery of artificial dyestuffs in 1856.	
First step in dyeing process is to thoroly cleanse the material, remove all spots and stains. Explains what No. 2 is doing. Tells where to obtain information on removal of stains. Farmers' Bulletin 861. Explains weighing garments necessary with dark or heavy materials. One package contains enough dye to dye a certain weight of goods.	Gets material for stripping bath ready. Removes spots (hold stain up before and after removal) Tar-lard-soap and water. Bul. 861. Grass stain—alcohol, Bul. 861. For stripping materials: (1) Silk—neutral soap solution. (2) Cotton—washing soda or bleaching powder—solution slightly acid (vinegar). Have stripped sample to show audience as there is not time enough during the demonstration to finish the process.

CAPTAIN	DEMONSTRATOR 2
Weighs garment and determines the amount of dye necessary.	Mixes stripping bath and explains process. Shows finished samples. Wets garment if not stripped and explains why.
Tends material which is stripping.	Prepares dye bath (see reference) and while doing this explains use of each of the following: (1) Water. (2) Soap. (3) Mordant. (4) Dye.
Gets dye ready for dip. Prepares about three different colored dye baths, being careful to choose harmonizing colors—the light tints usually are the prettiest.	Mixes dye and bath, puts in garment. Quickly and wholly immerses wet material so as to dye evenly. Heats evenly for time stated on package until desired shade is obtained. Stirs continuously and tells why.
Explains that while garment is boiling some methods of tinting will be demonstrated. Explains meaning of term "tint." Discusses use of soap-dye, ink and crepe paper. Dyes samples to show. Washes samples using a **soap-dye** as "Rit" or "Aladdin." Pours hot water over crepe paper and uses solution same as ink. Always test dye with samples before dyeing.	Stirs garment and assists captain.
Explains that garment has remained in dye bath long enough. Last step in dyeing process is the finishing. Tells what teammate is doing while she is removing garment from bath and rinsing. Discusses possibilities of color mixing. See references. Fancy Dyeing. Dip dyeing—example of possibilities in dyeing. Explains method of procedure. (1) Decide on number of colors desired. (2) Divide scarf into equal portions by tying loosely with cord. (3) Have warm dye baths ready (previously boiled.) (4) Keep scarf wet and dip one section at a time, being careful to keep all other portions out of the dye. Rinse after each dip, rinsing toward the undyed portion so as to blend the colors. Holds dyed scarf or tie up high for audience to view. Then have some place to hang it.	Takes garment out of bath and rinses. Helps with each process of dip dyeing of scarf or tie.
Calls attention to exhibit, telling how various articles were dyed.	Takes down exhibit (one at a time) as captain refers to them. Puts them back in place when captain has explained.

CAPTAIN	DEMONSTRATOR 2
Conclusion. Summarizes the dyeing process. (1) Clean garment—remove spots and stains and wash. (2) Strip if necessary or wet garment. (3) Prepare dye and dye bath. (4) Dyeing—actual boiling for a required length of time. (5) Finishing—rinsing and pressing.	Clears up table.
Gives audience chance to ask questions. Always repeat question before answering.	Takes place by side of captain.
Invites audience to come up and see samples and garments dyed. Thanks them for their kind attention.	

Questions on Dyeing.

1. Is it always necessary to wet material before dyeing?
2. Is it possible to dye a dark material a lighter tint?
3. Is it necessary to test a garment for "all wool" or "all cotton" before deciding on amount of dye needed?
4. Is there any dye on the market that will dye all fabrics, animal and vegetable, the same?
5. Is it always necessary to rip a garment before dyeing?
6. Can you always be sure of the exact shade the dye will produce?
7. What is the value of a color chart?

BUTTER MAKING ON THE FARM.

This demonstration is to encourage the making of butter on the farm that will score 90 or above. A product of this standard will pay the producer, if it is put up in an attractive, salable package.

General Suggestions.

Have equipment arranged at the beginning of the demonstration.

See that a supply of hot water is available.

Ice or very cold water is essential to good butter making in hot weather.

Outline the principal steps in butter making. Have this in poster form hung in view of the audience.
Take care not to *over* ripen the cream.
Wash hands at beginning of demonstration.
Follow Extension Circular No. 121, very closely.

References.

1. Farmers' Bulletin No. 876, "Buttermaking," U. S. Department of Agriculture, Washington, D. C.
2. Extension Circular No. 121, College of Agriculture, University of Kentucky, Lexington, Kentucky.

Utensils for Making Butter.

EQUIPMENT.

Shotgun can (good type) for cooling cream.
Thermometer.
Household scales.
Scrub brush
Churn (barrel revolving good type). See Circular No. 121, College of Agriculture, Lexington, Ky.

Buttermilk strainer.
2 milk pails.
2 wooden paddles.
Hand printer.
Butter bowl.
Paper cartons (4 H)
Parchment paper (can be gotten at any dairy supply house).

Demonstration Outline.

CAPTAIN	DEMONSTRATOR 2
Introduces teammate and self. Tells team names, where from and the title of the demonstration.	Stands by captain and acknowledges the introduction when her name is mentioned.
Repeat pledge if desired.	
States briefly the advantages of making standard quality butter on the farm. Explains that due to the limited time allowed for the demonstration it has been necessary to separate, cool and ripen the cream ready to use.	Gradually raises or lowers the temperature of the cream to the proper degree for churning. Scalds and rinses churn and other utensils.
Explains care in handling the milk from the time it leaves the cow until it is ripened cream ready to churn. Discusses the best temperature for separating, holding and ripening. Discusses capacities of churns. Tells size of churn in use and amount of cream to be churned.	Continues preparation of utensils for churning. Have plenty of cold water available. Weighs cream and pours it into the churn.
Explains why the churn is scalded and rinsed. States the best churning temperature and how it varies with the season. Gives a short discussion and explanation of the five pieces of equipment not found in every farm home and which are essential if a high grade marketable butter is to be produced. 1. Thermometer. 2. Household scales. 3. Hand printer. 4. Paper cartons. 5. Parchment paper. Know the approximate cost of these articles and the best types on the market and where they can be obtained.	Notes time and begins churning. At the end of 1 to 3 minutes, removes cork to allow gas to escape.
Gives the approximate time that it takes the butter granules to form, and also the size that the granules should be before churning ceases.	The churn may be opened at this point and size of granules shown.
Change places at this point.	

DEMONSTRATOR 2	CAPTAIN
Discusses types of churns—advantages and disadvantages. An original story would fit in well here.	Finishes process of churning while companion takes up the discussion.
Explains why the buttermilk is strained. Tells how much wash water is necessary, at what temperature and the number of times butter is washed. Emphasizes the necessity for having ice during the summer months.	Draws off buttermilk and gets the necessary rinse water. Be sure it is at the right temperature. Washes butter before removing from churn. Weighs bowl. Transfers butter from churn to bowl with a ladle. Weighs butter.
Change places at this point.	
CAPTAIN	DEMONSTRATOR 2
Discusses the process of working butter, its value and purpose. Announces the weight of the butter and measures salt necessary for this amount. Mentions some of the advantages of the butter worker in preparing butter for market.	Transfers butter from bowl to worker and works about 5 minutes. Then adds salt and works it in well.
Prints one pound of butter with the hand printer. Turns this from printer on to vegetable parchment paper and weighs to show audience the pound mold is correct.	Cleans up and arranges equipment in neat order where it can be viewed by audience.
Explains the procedure in preparing the butter for market. (Teammate works as captain talks.) Mentions again the advantage of attractive cartons.	Removes printed pound of butter from scales and wraps in vegetable parchment paper and places in a 4-H carton.
Summarizes steps to be remembered in making good butter on the farm. Refers to poster. Allows a short time for questions concerning the demonstration, after which thanks audience for kind attention.	Stands in position and answers questions if called on by the captain.

Questions Often Asked at a Butter-Making Demonstration.

1. Why is a shotgun can used for cooling cream?
2. Could waxed or oiled paper be successfully substituted for vegetable parchment?
3. Why is a barrel type churn better than the box type?
4. What is the cost of a butter-worker?
5. Would you take time to strain buttermilk if it is to be fed to the pigs?
6. Is there any advantage or disadvantage in using butter color?

USES OF PECTIN EXTRACT.

This demonstration shows the methods for extraction and utilization of pectin, which are suitable for the housekeeper. It suggests a use for apples which might otherwise be allowed to go to waste. By this demonstration the audience should be convinced that the jelly-making process is not guesswork; that certain essentials must be present if a good product is to be produced.

General Suggestions.

1. Have necessary equipment at hand.
2. Have this equipment neatly arranged with nothing to obstruct view of audience.
3. Jelly glasses with screw tops should be used. These should all be the same size. A 2-oz capacity glass is a good size.
4. Have tray or pan (with wet towel) on which to place all hot glasses and caps.
5. Practis working very quickly and follow teammate's operations. TEAMWORK counts.
6. This outline is suggestive and other fruits may be substituted in place of those mentioned.
7. Learn to fill in time with club stories and your experiences in the club. Always have extras to talk about if time permits rather than not have enough.
8. *Keep Busy.* Demonstration means *Motion.* Show audience *how* to extract pectin and *how* to use it.
9. See suggestions for other demonstrations.

References.

1. Homemade Apple and Citrus Pectin Extracts and their use in Jelly-Making. Office of Home Economics, Department Cir. 254, U. S. Department of Agriculture, Washington, D. C.
2. Successful Canning and Preserving, Ola Powell, published by J. B. Lippincott Company, Philadelphia, Pa.
3. Farmers' Bulletin No. 839, U. S. Department of Agriculture, Washington, D. C.
4. Principles of Jelly-Making by Goldthwaite, Bul. 31, University of Illinois, Urbana, Ill.

Equipment for Demonstration.

Three kettles (cooking fruit juice).
Collander.
Jelly bag.
Jelly glasses.
Cooking spoons and teaspoons.
Measuring cups.
Pan to wash fruit.
Container for sugar.
Utensils in which to sterilize jelly glasses.
Utensil for waste products of the demonstration.
Small coffee pot for melting and pouring paraffin.
Stove.

Demonstration Outline.

CAPTAIN	DEMONSTRATOR 2
Introduction—giving names, where team is from and what they are to demonstrate.	Stands by captain.
Discussion—Fruits that do not have jelly making properties and how jelly can be made from same. Tells audience why fruit was put to boil before beginning of demonstration. Preparation of fruits. Follows teammate's operations. Explains type of utensils used and reasons for short, rapid boiling.	Have jelly glasses and tops in the sterilizer. Have utensils arranged in order at beginning of demonstration. Have fruit prepared for extraction of juices and on stove ten minutes before demonstration begins. (20 minutes is total length of time required.) See references. Washes and prepares fruit for extraction of juice, 2 lbs. is a suitable amount. Adds water and places on stove.
Explains extraction process and gives the exact amounts of fruit and sugar used. (See reference entitled "Homemade Apple and Citrus Pectin Extracts and their use in Jelly-Making.") Gives recipe of jelly to be made. Holds up recipe chart for audience to see while talking. Gives short talk on reasons for failure in jelly-making.	Tends kettle while pectin is being extracted and watches time. Have chart to show exact amounts used. Takes 1 cup cherries which have been washed and seeded. Adds water (see recipe, reference referred to in opposite column) and heats to boiling. Have glasses containing samples of apple pectin extract and citrus pectin extract. Places these labeled glasses in full view of audience and prepares to make pectin tests. Removes juice from stove if 20 minutes has elapsed since it began to boil, and strains.
Explains the pectin test as teammate makes test and emphasizes importance and economy of this test.	Makes pectin tests—use a test tube or other utensil in which audience can see precipitate. Have a sample of ripe strawberry or peach juice and test to show lack of jelly-making properties. Tests juice, which should be somewhat cooled by this time.

CAPTAIN	DEMONSTRATOR 2
Discusses the making of jellies with and without pectin extracts. Takes apple pectin and prepares mint jelly. (See reference.) When it is ready to place on stove introduces teammate by saying: "My teammate.....(Name).....will now tell you some other uses for pectin extract."	Removes cherry juice from stove and strains. Mixes with other ingredients for making cherry jelly and places on stove. Removes jelly glasses and tops from sterilizer and places on table in view of audience, four in front of captain and four in front of self.
Tends cherry jelly and mint jelly. Notes time. Have peaches which have been peeled and sliced before beginning of demonstration. (Keep one or two whole peeled peaches with which to demonstrate the method of slicing.) If other fruit is to be used have it washed, pared and ready. Mixes fruit and sugar and places on stove to heat slowly, stirring constantly until sugar is dissolved and juice flows freely. Raises heat. While mixture is boiling clears up part of table and places asbestos pads. Removes mint jelly and places on table on asbestos pad in front of self. Shows test for jelly by dipping a wooden spoon into jelly and holding up so audience can see jelly come off in sheets or flakes.	Discussion—Other uses for pectin extract, such as jellied peaches, strawberries, jams and marmalades, etc. Discusses preparation of fruit and mixing process as captain works. Recipe poster can again be used to advantage. While jellied peaches and the two jellies are cooking, explains importance of sterilization of glasses. Shaves paraffin and tells why it is used on top of jelly. Takes paraffin to stove and on the same trip removes cherry jelly and places on table on asbestos pad in front of self. Tests cherry jelly in same way captain has tested mint jelly but waits until she has finished test.
Lifts pan containing mint jelly and pours jelly into jelly glasses.	Lifts pan containing cherry jelly and pours jelly into jelly glasses.
(The cherry and mint jelly make a very pretty color effect but other jellies may be substituted if desired.)	
Calls attention to advantage of pectin extract. Show some of the products you have made at home. Summarizes briefly the steps in jelly-making and emphasizes again the economic reasons for making a pectin test.	Removes jellied peaches and holds pan so audience can see consistency. Pours mixture into sterile glasses. Clear away soiled utensils and put table in order.
Explanation of score card used in judging jellies. See reference.) Takes up each of the five points, one at a time.	Opens several glasses of jelly and turns each on to a plate. Follows teammate as she explains. Cuts molds of jelly to demonstrate texture.
Asks audience for questions. Thanks them for their kind attention and concludes demonstration with a song or yell.	

Questions Which May Be Asked in the Demonstration

1. What is pectin?
2. What things are necessary in making jelly?
3. How should jelly be cooked?

4. What is the effect of long, slow cooking on pectin?
5. What type of apples must be used in making apple pectin?
6. How should jelly be covered—where should it be stored?
7. What causes some jelly to become syrupy, other kinds to be tough and rubbery and still others to be dark colored?
8. How do you know good jelly?
9. (Explanation of score card.)
10. What are the uses of jelly in the diet?

THE JUNIOR HOMEMAKERS' OUTFIT.

This demonstration shows the outfit which every club girl makes when she first becomes a member of a Junior Clothing Club. It is the foundation on which all other clothing work is built. A team thru demonstration can do much to get the people of their community and county acquainted with the benefits of clothing clubs. They should always keep in mind our State Slogan—"Be Well Dressed!"

General Suggestions.

1. Have equipment arranged at beginning of demonstration.
2. Have plenty of illustrative material. Charts with drawings showing the development of the different articles are very effective.
3. Illustrative samples should be cut from light material and stitches made with dark thread. In this way the stitches will show up at a distance.
4. Have finished products of all articles listed in the demonstration.
5. Practis working rapidly and harmoniously. Teamwork wins.
6. *Keep busy.* Demonstration means motion. Show your audience the value of well-made garments.
7. Demonstrate a well-dressed junior homemaker by being one yourself. Wear the regulation club uniform.
8. Speak correctly, distinctly and slowly. Look at your audience while talking.

9. An attractive arrangement of table and finished articles adds much to the demonstration.
10. Samples of good and poor cotton materials and simple tests for same may be added to the demonstration.
11. Keep smiling.

References.

1. Circular No. 112, Clothing Project, Junior Agriculutral Clubs, College of Agriculture, Extension Division, Lexington, Kentucky.
2. Demonstration I, The Junior Homemakers' Outfit (Mimeographed), Junior Club Office, Agricultural Experiment Station, Lexington, Kentucky.
3. Clothing Club Work, Circular 9a (revised) January, 1923, Extension Division, Michigan Agricultural College, East Lansing, Michigan.

Equipment.

Needles.
Pins.
Pin cushion.
Tape measure.
Gage for measuring.
Materials.
Thumb tacks or fasteners for illustrative materials.
Thread (varieties).
Scissors (sharp).
Charts.
Thimble.
Illustrative samples.

Demonstration Outline.

DEMONSTRATOR 2	CAPTAIN	DEMONSTRATOR 3
Stands by captain.	Introduction — Gives names, where team is from, and what they are to d monstrate.	Stands by captain.
Arranges charts and other illustrative materials in order for demonstrating the making of kitchen holder.	Remarks on: Date of organization of club, number of members, year's program and relation of this demonstration to the State Slogan.	Have thumb tacks in place for putting up charts.

DEMONSTRATOR 2	CAPTAIN	DEMONSTRATOR 3
Illustrates with charts while captain talks and hands one at a time to Dem. 3. Shows finished product.	Discusses kitchen holder. 1. Steps in making. 2. Stitches used. 3. Cost of finished product. 4. Uses for holder.	Takes charts as Dem. 2 finishes with them and hangs them in view of audience. Arranges demonstration material for towel.
Hangs charts and finished towel in view of audience.	Discusses towel. a. Hand towel. b. Kitchen towel. 1. Reasons for hanger on both ends of towel. 2. Cost. 3. Use and purpose.	Holds up charts and finished product of each towel as captain points out steps in making.
Prepares to take up the demonstration.	"My teammate will now explain the making of the bag."	
Discusses bag. 1. Steps in making. 2. Stitches to be used. 3. Cost of finished product.	Takes charts and other illustrative material as Dem. 3 finishes with it. Hangs it in view of audience.	Holds up charts and other illustrative materials as Dem. 2 talks. When finished with each hands it to captain.
4. Materials (old or new). 5. Use of bag. My teammate (captain) will now continue the demonstration.	Prepares to take up demonstration.	Collects materials for the making of the cap.
Makes band of cap. Holds up band as captain talks of it. (It may previously be stitched together.) Bastes crown and band together. Shows finished cap. Prepares for making apron.	Discusses cap. 1. Steps in making. a. Band. b. Crown. 2. Stitches used. 3. Ease of laundering this type of cap. 4. Advantages of wearing cap. 5. Cost of cap complete. ".....will now (Name) explain the making of the apron."	Makes crown of cap. (Gathering thread has been previously run in and hem turned.) Holds up crown for audience to see as captain explains. When finished gives crown to Dem. 2, who completes cap. Prepares to take up the demonstration.
Have square of material right size of apron, with hem stitched at top, and tape cut and ready to sew to apron. Continues work on apron until finished enough to show audience. Holds up for audience to view.	Assists teammate with the making of apron. Bastes hems. Work rapidly. Shows samples of different materials discussed by Dem. 3. Shows finished apron completed prior to the demonstration. Hangs it up.	Discusses apron. 1. Why we use the simple type of apron. 2. Advantages. 3. Steps in making. 4. Stitches used. 5. Suitable materials. Show tests. 6. Relative cost of materials. 7. Calls attention to the uniforms of the team and club emblem.

DEMONSTRATOR 2	CAPTAIN	DEMONSTRATOR 3
	Repeat pledge	
Clears up and arranges table in neat order. Shows a stocking neatly darned.	Takes up demonstration. Explains importance of knowing how to darn in order to be well dressed. Explains process.	Arranges charts for explanation of darning process. Holds up as captain tells how to darn.
Have chart listing the articles demonstrated. 1. Kitchen holder. 2. Towel. 3. Bag. 4. Cap. 5. Apron. 6. Darning.	Summarizes the demonstration according to the chart, Dem. 2 holds up. Emphasizes the importance of this outfit in the life of every club girl.	Puts up chart in view of audience and cleans up table. Puts things in order.
Stands in place.	Gives audience an opportunity to ask questions. Refers questions to the teammate who demonstrated that particular thing; for example, questions on bag would be referred to Dem. 2.	Stands in place.

Thanks audience for kind attention.

A song makes a nice ending. An original song or yell adds much to a demonstration.

NOTE.—If the girls on the team are over 15 years of age a bungalow apron or dress protector should be added to the demonstration.

Questions.

1. What is a kitchen holder used for? Should it be washable?
2. Explain difference between hand towel and tea towel both as to materials and uses.
3. Give reasons for use of laundry bag.
4. What old garments can be made over into laundry bags?
5. How many stitches have you learned in your sewing work?
6. What does a Junior Homemaker's Outfit cost?

BED MAKING AND CARE OF THE SICK.

This demonstration shows the proper way to make any bed. It is not possible to have a good, comfortable bed simply by placing the covers correctly. A good mattress and springs are essential, but many families have good beds and bed linens and

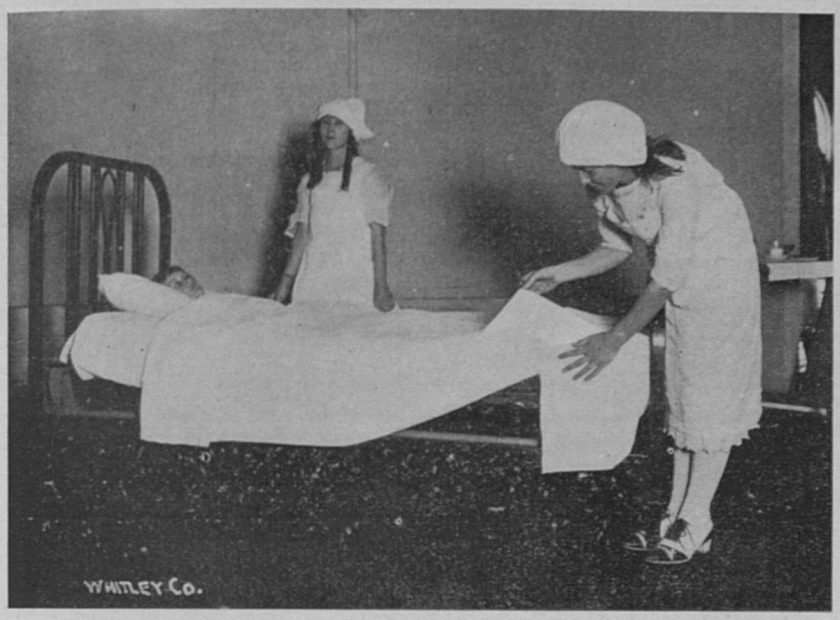
still do not have comfortable beds. Why? This team of three girls is going to show the principal things necessary for the making of a comfortable bed. The team will demonstrate the making of a closed bed and a bed with the patient in same.

General Suggestions.

1. Have all equipment needed ready.
2. Have bed linen laid on supply table in the order needed.
3. Explain article as used, dimensions, material, economy and ease of laundering.
4. Have necessary clothing for patient in another room.
5. Have tray for patient in another room.
6. Use as few "loss motions" as possible; make each movement count.
7. Explain each step very distinctly and slowly.
8. Repeat questions asked clearly and answer briefly, but never guess at them. Refer the person to some bulletin or magazine, when question can not be answered.
9. Be careful not to obstruct the view of the audience. See that bed is placed at a suitable angle.
10. Smile and the world smiles with you.

References.

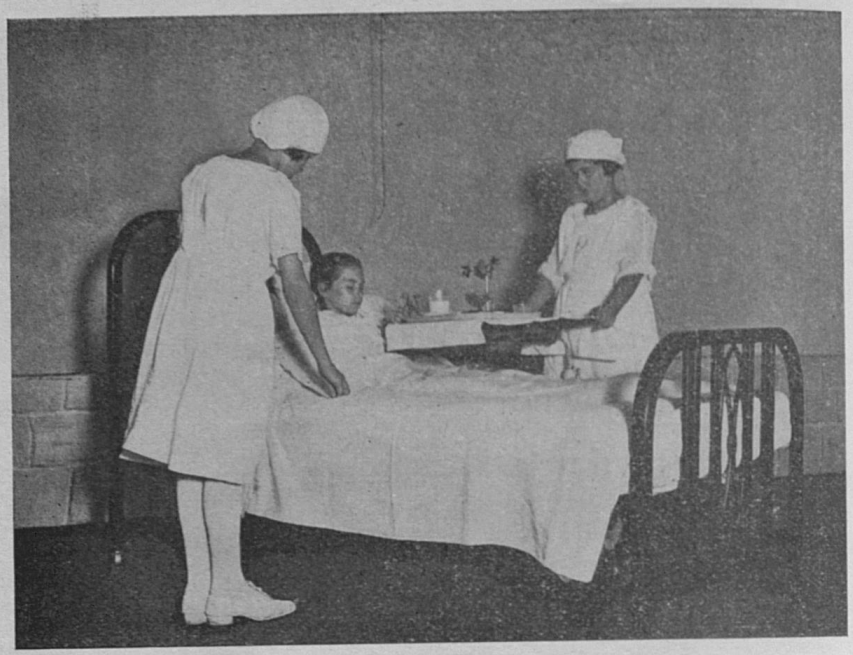
1. Feeding the Sick—Publication 93, University of Tennessee, Division of Extension, Knoxville, Tenn.
2. First Aid in the Home—Metropolitan Life Insurance Co., Louisville, Ky. This publication can be obtained in large quantities. Have a supply to distribute at Demonstration.
3. Aids in Home Nursing—Health and Hygiene, Cir. 1, College of Agriculture, University of Nebraska, Lincoln, Nebr.
4. Home Nursing, by Abbey March—P. Blakistons Son & Co., 1012 Walnut St., Philadelphia, Pa.
5. Feeding the Sick—Publication 93, (Bul.) College of Agriculture, University of Nebraska, Lincoln, Nebr.
6. Home Nursing—Bul. 30, Agriculture College, North Dakota.
7. Home Care of the Sick, by Amy E. Pope, Publication 1918, Amer. School H. E.—Chicago, Ill., Price $2.00.



Showing the First Steps in Mitering a Corner.

Equipment.

1 single elevated bed
1 set of springs
1 mattress
2 pillows
2 pillow cases to fit pillows
1 pillow case that is too tight for pillow
6 sheets
1 double blanket
1 counterpane
1 quilted pad or rubber sheet
1 supply table for linens
1 table for tray
1 tray with light diet
1 back-rest or chair that can be used for this purpose
1 towel
1 wash basin (white)
Soap and water
1 wash cloth
1 cup or mug
1 tooth brush
1 hair brush
1 comb



A Bedside Table Adds to the Comfort of the Patient and the Convenience of the Nurse.

Demonstration Outline

PATIENT	CAPTAIN	ASSISTANT
Stands in place and acknowledges introduction.	Introductory remarks. Tells where team is from, what they are going to do and introduces t ammates by name.	Stands in place and acknowledges introduction.
	All repeat pledge if desired.	
Retires to dress for bed. Removes all clothing, puts on gown, kimono and bed slippers. Take hair down and brush thoroly. Braid loosely.	Explains importance of location, elevation of bed, effect of making on comfort of patient. Size of mattress relative to size of bed. Dimensions of bedclothes, especially sheets.	Gets material ready for demonstration.
	Talks while making the bed. Spreads pad over bed and tells audience why pad is necessary.	Unfolds sheet and gives it to captain.

PATIENT	CAPTAIN	ASSISTANT
	Gives reasons for long sheets. Explains mitering and its importance. Names advantages of completing foot before going to head of bed.	Unfolds all materials and helps make one side of bed.
	Places draw sheet across the center of the bed, then tucks under on each side.	Folds sheet over half lengthwise and hands to captain.
	Places top sheet on bed, tucking it under at the bottom first, mitering the corners, then pulling it up toward the head.	Unfolds top sheet and hands to captain.
	Places blanket, being sure it covers patient's shoulders, but not so high that it will have to be lapped over. Miters corners, explaining that blankets are a very sanitary covering if sheets are the proper length.	Gets blanket and assists captain.
	Blankets are easily laundered but should never come next to the body. Give reasons why.	
	Lay counterpane, then turn all covers back at head, being sure that top sheet laps about six inches oved other covers.	Unfolds counterpane and hands to captain.
Enters assisted by demonstrator 3.	Explains size of pillow case relative to size of pillow. Tells how to hold pillow while placing case. Turns covers to foot of bed for patient to enter. Prepares audience for entrance of patient by a short talk. As patient nears bed assists in steadying her. Draws cover over patient gently and explains proper height of head. Tucks covers on each side. Tells the nature of the illness and how long patient has been ill. (Use your imagination here.)	Hands pillow and pillow case to captain. Assists in turning covers to foot of bed for patient to enter. Go to rear of platform and assists patient to bed as tho she were **very, very ill**. Removes her slippers and makes her as comfortable as possible.

PATIENT	CAPTAIN	ASSISTANT
Keeps quiet and perfectly relaxed.	Explains that patient is too ill to sit up so bed will be remade with patient in the bed. Loosens covers on the sides and pulls draw sheet. Explain. Changes entire bed with patient in bed. For method see references.	Stand on opposite side and holds bedclothing to keep from wrinkling. Folds soiled linens and places on supply table at rear, Assists captain in making bed.
Do not try to assist teammates.	Places pillow under patient's head. See reference for method.	Gets back-rest or straight chair and pillows.
	Assists teammate in propping patient up in bed. Combs patient's hair.	Explains method of propping up patient and demonstrates. Explains care of hair while teammate combs hair.
	Washes patient's face and hands. Cleans finger nails. Brushes teeth.	Holds towel and hands it to captain when needed. Assist as opportunity presents itself.
Partakes of food on tray. Do not eat much. Remove flower from tray if you care to.	Places tray containing a light diet on table convenient for patient. A flower adds to the attractiveness of tray.	Talks on making patient comfortable. Importance of proper diet. (Posters to illustrate make talk effective.)
	Removes tray immediately after patient has finished eating, and covers with a cloth. Then removes chair from under head of mattress.	Raises patient; removes chair, then puts patient at ease.
	Conclusion. Answers questions. Summarizes bed-making steps as follows: 1. Proper location. height and width of bed. 2. Sufficient air, clean and fresh bed linen. 3. Placing bedclothing, mitering the corners. 4. Never expose patient when giving bath or changing linen. 5. Have pillow slip large enough to go on easily.	Sees that things are in order and takes place at bed side before close of demonstration.

PATIENT	CAPTAIN	ASSISTANT
	6. Do not handle patient more than absolutely necessary. 7. In serving meals never place tray on patient's lap, for it is uncomfortable for patient, and too many accidents happen unnecessarily. 8. If no more questions, thank audience for kind attention.	

QUESTIONS USUALLY ASKED AT A BED-MAKING DEMONSTRATION.

1. What is the advantage of mitering each cover separately?
2. Suppose no hospital bed is available, is there any way to make the bed higher?
3. How can you know a good mattress?
4. Do all expensive beds always have good mattresses?
5. Is a counterpane an essential of a well-made bed?
6. If a patient is unable to turn in bed, is there anything you can do to rest her?
7. How may bedsores be prevented?